Tanworth-in-Arden Church of England Primary School and Nursery

In God's family, learning, loving, growing to be our very best.

POLICY: Computing Policy

Introduction

This policy document sets out the school's aims, principles, and strategies for the delivery of Computing. It has been developed by the **Computing Leader** in alignment with the **Teach Computing** scheme of work and incorporates the latest UK **e-safety guidance** for primary schools. This policy will be reviewed every three years.

Aims of Computing at Tanworth-in-Arden CofE Primary School

Computing is an essential part of modern education, impacting how we work, communicate, and learn. We strive to integrate technology across the curriculum to enhance teaching and learning while ensuring pupils develop the necessary skills to thrive in an increasingly digital world.

Tanworth-in-Arden CofE Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays in the teaching of computing, the development of our whole school curriculum and also in the day-to-day life of our school.

We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

Our aims are to:

- Provide an exciting, rich, relevant and challenging computing curriculum for all pupils.
- Enthuse and equip children with the capability to use technology throughout their lives.
- Give children access to a variety of high quality hardware, software and unplugged resources.
- Instil critical thinking, reflective learning and a ‘can do’ attitude for all our pupils, particularly when engaging with technology and its associated resources.
- Teach pupils to become responsible, respectful and competent users of data, information and communication technology.
- Teach pupils to understand the importance of governance and legislation regarding how information is used, stored, created, retrieved, shared and manipulated.
- Equip pupils with skills, strategies and knowledge that will enable them to reap the benefits of the online world, whilst being able to minimise risk to themselves or others.
- Use technology imaginatively and creatively to inspire and engage all pupils, as well as using it to be more efficient in the tasks associated with running an effective school.
- Provide technological solutions to improve home and school links.

- Utilise computational thinking beyond the computing curriculum.
- Exceed the minimum government recommended/statutory guidance for programmes of study for computing and other related legislative guidance (online safety).

Computing Curriculum

At Tanworth-in-Arden CofE Primary School, we follow the **Teach Computing** scheme of work from Reception to Year 6. This ensures a structured, engaging, and progressive approach to learning that meets national curriculum objectives. It provides immense flexibility, strong cross-curricular links and offers regular opportunities for assessment. Furthermore, it gives excellent supporting material for less confident teachers.

Early Years

- Early Years learning environments should feature ICT scenarios based on experience in the real world, such as in roleplay.
- Pupils gain confidence, control and language skills through opportunities to 'paint' on the interactive board/devices or control remotely operated toys.
- Outdoor exploration is an important aspect, supported by ICT toys.
- Recording devices can support children to develop their communication skills. This is especially useful for children who have English as an additional language.

Key Stage 1

Pupils will:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Key Stage 2

Pupils will:

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.

- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including the internet; how they can provide multiple services, such as the world- wide web; and the opportunities they offer for communication and collaboration.
- Describe how Internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

E-Safety and Digital Wellbeing

We place a strong emphasis on **e-safety**, ensuring pupils, staff, and parents understand how to navigate the digital world safely. Our approach includes:

- **Progressive e-safety curriculum** integrated from Early Years to Year 6.
- **Regular online safety sessions**, tailored to pupils' learning levels.
- **Annual staff training** on digital safeguarding and emerging online threats.
- **A pupil-led e-safety committee** to promote safe online behaviours.
- **Filtering and monitoring systems** for internet access.
- **Clear procedures** for reporting and responding to e-safety incidents.

Assessment and Evidence of Learning

- Computing lessons are assessed through observation, discussion, and completed work.
- Pupils engage in peer and self-assessment to reflect on their learning.
- Digital work is stored securely online, allowing access for review and progression tracking.
- At least two computing lessons per half-term are recorded in class theme books, where applicable.
- A school computing scrapbook is maintained to showcase progression across year groups.

Resources and Accessibility

- The school is equipped with laptops, and tablet devices.
- Classrooms have interactive whiteboards to support teaching and learning.
- Resources are selected based on impact and value, with future procurement.
- Additional support is available for pupils with SEND, including adapted technology and software.

Health, Safety, and Security

- Pupils receive training on safe and responsible technology use.
- ICT equipment is regularly tested in line with health and safety regulations.

- Secure internet access is provided, with filtering to protect against harmful content.
- Staff and pupils follow **acceptable use policies (AUPs)**.
- **Data protection and GDPR compliance** are strictly adhered to.
- School devices are secured against unauthorised access, and backups are maintained.
- Computing equipment is covered by an Insurance policy.
- To guard against theft or vandalism the school has an alarm system installed throughout. The serial numbers of all pieces of equipment are logged in the Central Stock Book.
- Laptops must be secured in locked cupboards/drawers. Teachers' laptops should be locked away when not in use within school. If a teacher takes a laptop home, they should ensure that their home insurance policy will provide cover whilst the laptop is within their home. Under no circumstances should teachers leave laptops in cars unattended as the insurance policy does not provide cover for this circumstance.
- Each computer system has individual security against access to the management system. The files and network system are backed up regularly. The virus checker is updated regularly.
- Children will also be made aware of the correct way to sit when using the computer and the need to take regular breaks if they are to spend any length of time on computers.

Inclusion

At our school, we teach computing to all children, whatever their ability and individual needs. Computing forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our computing teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs or disabilities. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively (e.g. a lot of software can be differently configured for different ability ranges). Assessing progress against the National Curriculum age related expectations of attainment allows us to evaluate each child's progress against expected levels. This ensures that our teaching is matched to the child's needs. In some instances, the use of computing has a considerable impact on the quality of work that children produce, by increasing their confidence and motivation.

We enable pupils to have access to the full range of activities involved in learning computing. We have a range of software which is designed to include all learners. Our hardware can accept a range of input devices catering to pupils with specific difficulties.

Review and Monitoring

- The Computing Leader is responsible for overseeing the curriculum, e-safety initiatives, and staff training.
- The policy is reviewed every three years in line with changes in statutory guidance and technological advancements.

Appendix 1

Computing resources

Hardware:

- Each teacher member has a personal laptop
- Laptop trolley with a class set of laptops
- iPad trolley with a class set of iPads
- Each classroom has a personal iPad
- Bee bots for KS1

Software:

- Microsoft 365 subscription

Appendix 2

Copyright and licensing

All software loaded on school computer systems must have been agreed with the Computing Co-ordinator.
All software must be used in accordance with the licence agreement. Personal software should not be loaded to school computers. The school must agree to respect the intellectual ownership of software.
Refer to Copyright Designs and Patents Act 1988 and 1991 European software Directive.

Appendix 3

Computing lesson rules

- The rules for accessing the internet (see online safety policy) will be followed at all times.
- Children should not be using the computer continuously for more than 45 minutes without a 15 minute break.
- No drinks are to be near the iPads or laptops